Expectations of Teachers

All Bournemouth School staff make the education and welfare of our pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Colleagues act with honesty and integrity, keep their knowledge and skills up-to-date and are self-critical, forge positive professional relationships, and work with parents, governors and external agencies in the best interests of our pupils

All teachers at Bournemouth School are expected to:

1. Set high expectations
2. Promote good progress
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching
6. Make accurate and productive use of assessment
7. Manage behaviour effectively
8. Fulfil wider professional responsibilities

Teachers who hold positions of responsibility will be expected to meet other relevant standards in addition to those detailed in this document.

Standard 1

Set High Expectations

Communicate a belief in the academic potential of all pupils, by:

a) Using intentional and consistent language that promotes challenge and aspiration.
b) Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.
c) Creating a positive environment, where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
d) Seeking opportunities to engage parents and carers in the education of their children (*e.g.* proactively highlighting successes) and consider how this engagement changes depending on the age and development stage of the pupil.

Demonstrate consistently high behavioural expectations, by:

e) Creating a culture of inclusion, respect and trust in the classroom that supports all pupils to succeed (*e.g.* by modelling the types of courteous behaviour expected of pupils).
f) Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
g) Applying rules, sanctions and rewards consistently in line with school policy, including where individual pupils have an agreed tailored approach, escalating behaviour incidents as appropriate.
h) Acknowledging and praising pupil effort and emphasising progress being made.

Standard 2

Promote good progress

Avoid overloading working memory, by:

a) Taking into account pupils' prior knowledge when planning how much new information to introduce.

b) Breaking complex material into smaller steps (*e.g.* using partially completed examples to focus pupils on the specific steps).

c) Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).

Build on pupils' prior knowledge, by:

d) Identifying possible misconceptions and planning how to prevent these forming.

e) Linking what pupils already know to what is being taught (*e.g.* explaining how new content builds on what is already known).

f) Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content.

g) Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.

Increase likelihood of material being retained, by:

h) Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

i) Planning regular review and practice of key ideas and concepts over time (*e.g.* through carefully planned use of structured talk activities).

j) Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.

k) Increasing challenge with practice and retrieval as knowledge becomes more secure (*e.g.* by removing scaffolding, lengthening spacing or introducing interacting elements).

Standard 3

Demonstrate good subject and curriculum knowledge

Deliver a carefully sequenced and coherent curriculum, by:

a) Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.

b) Ensuring pupils' thinking is focused on key ideas within the subject.

c) Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.

d) Using resources and materials aligned with the school curriculum. (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).

e) Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts.

Support pupils to build increasingly complex mental models, by:

f) Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.

g) Balancing exposition, repetition, practice of critical skills and knowledge.
Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples.

h) Drawing explicit links between new content and the core concepts and principles in the subject.

Develop fluency, by:

i) Providing tasks that support pupils to learn key ideas securely (*e.g.* quizzing pupils so they develop fluency with times tables).

j) Using retrieval and spaced practice to build automatic recall and application of key knowledge.

Help pupils apply knowledge and skills to other contexts, by:

k) Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.

l) Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

Develop pupils' literacy, by:

m) Demonstrating a clear understanding of systematic synthetic phonics, and the necessary prerequisite knowledge, particularly if teaching early reading and spelling.

n) Supporting younger pupils, especially those with reading difficulties, to become fluent readers by building automatic and accurate decoding with various texts and repeated reading of texts with modelling and feedback.

o) Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.

p) Modelling strategies that encourage active comprehension by asking questions, making predictions, and summarising when reading.

q) Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils).

r) Teaching, modelling, and requiring high quality oral language, sometimes known as oracy, recognising that spoken language underpins the development of reading and writing (e.g. where appropriate, develop pupils' responses to questions into full sentences).

s) Teaching different forms of writing by modelling planning, drafting and editing.

t) Supporting younger pupils to become fluent writers through explicit teaching and practice of spelling and handwriting, with modelling and feedback, such as addressing both the process and product of letter formation when developing pupils' handwriting.

Standard 4

Plan and teach well-structured lessons

Plan effective lessons, by:

a) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.

b) Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.

c) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.

d) Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.

e) Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).

Make good use of expositions, by:

f) Starting expositions at the point of current pupil understanding.

g) Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.

h) Using concrete representation of abstract ideas (*e.g.* making use of analogies, metaphors, manipulatives for counting, examples and non- examples).

Model effectively, by:

i) Narrating thought processes when modelling to make explicit how experts think (*e.g.* asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).

j) Making the steps in a process memorable and ensuring pupils can recall them (*e.g.* naming them, developing mnemonics, or linking to memorable stories).

k) Exposing potential pitfalls and explaining how to avoid them.

Stimulate pupil thinking and check for understanding, by:

l) Planning activities around what you want pupils to think hard about.

m) Including a range of types of questions in class discussions to extend and challenge pupils (*e.g.* by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development.

n) Providing appropriate wait time between question and response where more developed responses are required.

o) Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).

p) Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.

Standard 5

Adapt teaching

Develop an understanding of different pupil needs, by:
   a) Identifying pupils who need new content further broken down.
   b) Making use of formative assessment.
   c) Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues.
   d) Working closely with the Designated Safeguarding Lead.
   e) Supporting pupils with a range of additional needs and using the SEND Code of Practice: 0 to 25 years, which provides guidance on effective school systems and approaches for identifying and supporting the special educational needs of pupils with SEND.
   f) Utilising existing opportunities to engage with parents and carers to better understand pupils' individual needs (*e.g.* meetings with parents).

Provide opportunity for all pupils to experience success, by:
   g) Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
   h) Balancing input of new content with the revisiting of prior learning so that pupils master important concepts.
   i) Making effective use of teaching assistants and other adults in the classroom.
   j) Making effective and judicious use of specialist technology to support pupils with SEND.

Meet individual needs without creating unnecessary workload, by:
   k) Making use of well-designed resources (*e.g.* textbooks, manipulatives).
   l) Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
   m) Building in additional practice or removing unnecessary expositions.
   n) Reframing questions to provide greater scaffolding or greater stretch.
   o) Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.

Group pupils effectively, by:
   p) Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.
   q) Intentionally grouping in relation to a specific learning outcome, regularly reviewing those groupings, taking care to monitor their impact and avoiding the perception that groups are fixed.

Standard 6

Make accurate and productive use of assessment

Avoid common assessment pitfalls, by:
a) Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (*e.g.* by using hinge questions to pinpoint knowledge gaps).
b) Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).
c) Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.
d) Using available evidence to accurately identify what is required for individuals to meet their next steps and use this understanding to guide teaching adjustments for sub-group and individual pupils.

Check prior knowledge and understanding during lessons, by:
e) Using assessments to check for prior knowledge and pre-existing misconceptions.
f) Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (*e.g.* by using common misconceptions within multiple-choice questions).
g) Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
h) Monitoring pupil work during lessons, including checking for misconceptions.

Provide high quality feedback, by:
i) Focusing on specific actions for pupils and providing time for pupils to respond to feedback.
j) Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child).
k) Scaffolding self-assessment by sharing model work with pupils, highlighting key details.
l) Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment.

Make feedback manageable and effective, by:
m) Recording data only when it is useful for improving pupil outcomes.
n) Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (*e.g.* using whole class feedback or well supported peer- and self-assessment).
o) Using verbal feedback during lessons in place of written feedback after lessons where possible.
p) Understanding that written marking is only one form of feedback.
q) Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
r) Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

Standard 7

Manage behaviour effectively

Develop a positive, predictable and safe environment for pupils, by:

a) Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.

b) Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues particularly where pupils exhibit unacceptable behaviours).

c) Giving manageable, specific and sequential instructions.

d) Checking pupils' understanding of instructions before a task begins.

e) Using consistent language and non-verbal signals for common classroom directions.

f) Using early and least-intrusive interventions as an initial response to low level disruption.

g) Responding quickly to any behaviour or bullying that threatens physical or emotional safety.

Establish effective routines and expectations, by:

h) Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (*e.g.* setting and reinforcing expectations about key transition points).

i) Practising school and classroom routines at the beginning of the school year.

j) Reinforcing established school and classroom routines (*e.g.* by articulating the link between time on task and success).

k) Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs.

Build trusting relationships, by:

l) Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

m) Consistently applying the school's behaviour policy, including where individual pupils have an agreed tailored approach.

Motivate pupils, by:

n) Supporting pupils to master challenging content, which builds towards long-term goals.

o) Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.

p) Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

Develop pupils' self regulation by:

q) Helping pupils to think through scenarios before they occur and using cues to help them recall agreed upon behaviours.

r) Providing new opportunities to exercise self-regulation and for the youngest pupils to practise impulse control.

Standard 8

Fulfil wider professional responsibilities

Develop as a professional, by:

  a) Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
  b) Strengthening pedagogical and subject knowledge by participating in wider networks and as part of the lesson preparation process.
  c) Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
  d) Engaging with research evidence by accessing reliable sources, seeking support for how findings can inform practice, and monitoring the impact of applications.
  e) Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

Build effective working relationships, by:

  f) Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.
  g) Seeking ways to support individual colleagues and working as part of a team.
  h) Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.
  i) Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.
  j) Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons.
  k) Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
  l) Knowing who to contact with any safeguarding, or any pupil mental health concerns.

Manage workload and well-being, by:

  m) Using and personalising systems and routines to support efficient time and task management.
  n) Understanding the right to support (*e.g.* to deal with misbehaviour, or support pupils with SEND).
  o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (*e.g.* textbooks).
  p) Protecting time for rest and recovery and being aware of support available to support good mental well-being.